STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A. DECISION-MAKING ROLES AND PROCESSES

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanism or organizations for providing input into institutional decisions.

DESCRIPTIVE SUMMARY

Los Angeles Mission College has formal written policies to ensure the participation of faculty, staff, administrators, and students in institutional governance and decision making processes. The shared governance process is the primary mechanism by which all campus constituents are empowered to seek institutional improvement and provide input into decision making.

The College’s current shared governance structure has been in place since 2007. The College Council is the umbrella group for shared governance and the principal body that makes recommendations to the College President (IV.A-1). The College Council is charged with overseeing the coordination and development of institutional planning through shared governance committees. It oversees the development of planning documents, procedures, policies, guidelines, and evaluation criteria for reviewing the College’s mission and goals,
establishing college priorities and reviewing the progress and effectiveness of shared governance committees. The membership of the College Council includes administrators, elected co-chairs of the six shared governance committees, the Academic Senate President (or designee), the American Federation of Teachers (AFT) Chapter Chair (or designee), representatives from the four classified staff collective bargaining units on campus, and an Associated Students Organization (ASO) representative.

The College Council holds a yearly retreat in the summer to review the Strategic Master Plan and to establish plans and priorities for the coming year (IV.A-2). At the 2012 College Council Retreat, the Strategic Master Plan was reviewed and updated. In addition, the College planning documents were reviewed and their alignment with the Strategic Master Plan was discussed.

The following shared governance committees report to and make recommendations to College Council:

- Educational Planning
- Budget and Planning
- Facilities and Planning
- Professional and Staff Development
- Student Support Services
- Technology

Other bodies that report to College Council on a regular basis include the Shared Governance Task Force, Associated Students Organization, the Accreditation Steering Committee (ASC), and the Work Environment Committee (WEC).

The College’s shared governance committees were restructured and reconstituted in 2007. The Shared Governance Task Force made recommendations to College Council to define the charge, function, and membership of the newly formed shared governance committees. Each committee developed a charter based on these recommendations, which was approved by College Council. The shared governance committee charters describe the statement of purpose, membership, authorization, administrative support, goals and objectives, and committee members’ responsibilities. The areas of responsibility for each committee are summarized below.

**College Council**

- Review, revise, and approve the College Mission Statement and strategic planning goals.
- Oversee timeline and assessment criteria for Program Review for all units.
- Coordinate and review the effectiveness of the six advisory shared governance committees and College Council.
- Receive, review, evaluate and act upon reports and recommendations from shared governance committees and other bodies.
- Communicate meeting schedules, agendas, minutes, status of recommendations, policies, and procedures to the College community.
- Make recommendations to the College President.
- Oversee College responses to all accreditation recommendations.
Budget and Planning Committee

- Develop budget procedures, policies, guidelines, and timelines.
- Regularly report to College Council on current budget status, and when necessary, the need to reduce expenditures.
- Review and prioritize budget and funding requests.
- Make recommendations to balance the budget.
- Oversee the development of College responses to all budget and planning-related accreditation recommendations.
- Develop benchmarks for the evaluation and assessment of budget expenditures.

Educational Planning Committee

- Develop, update, and oversee the implementation of the Educational Master Plan.
- Oversee Program Review and SLO assessment in academic areas.
- Integrate results of Program Reviews into the Educational Master Plan.
- Oversee the College responses to any educationally related accreditation recommendations.
- Oversee Viability Review of educational programs.
- Oversee planning, implementation, and assessment of all academic areas including: Credit, Noncredit, Specially Funded Programs, Basic Skills, and Distance Education.
- Develop prioritization criteria for the allocation of instructional resources.
- Receive and prioritize requests for the allocation of resources to the academic units and make recommendations to the Budget and Planning Committee.

Student Support Services Committee

- Review and evaluate the campus wide student services that are provided to LAMC’s student population.
- Review and evaluate all student activities related to the purpose of the committee.
- Develop benchmarks for the evaluation and assessment of enrollment growth and student satisfaction.
- Oversee and coordinate the Program Review process for Student Services units.

Technology Committee

- Develop, update, and oversee the implementation of the Technology Master Plan.
- Study, review, advise, and recommend policies and procedures relating to institutional technology.
- Provide a structure and process for identifying and evaluating emerging technologies for possible benefit to the College.
- Identify, prioritize, and review technology needs with regard to network infrastructure, staffing, funding, and equipment capacities.
- Ensure compliance with accessibility standards for all students, including those with disabilities.
INTRODUCTION

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Professional and Staff Development Committee

- Provide faculty, administration, and classified staff the opportunity to maximize their professional and personal development through a planned program of activities and resources that support the mission and goals of the College.
- Ensure that opportunities for professional growth are made available to faculty, staff, and administrators under the guidelines of AB 1725 (Ed. Code 87150).
- Responsible for training and professional development of staff, classified, and faculty.

Facilities Planning Committee

- Oversee college facilities planning.
- Promote sustainable practices to reduce environmental impact.
- Review the College Facilities Master Plan and Educational Master Plan for consistency.
- Recommend new facilities projects.
- Review and make recommendations on the College’s scheduled maintenance program (SMP) process.
- Recommend Service Area Outcomes (SAOs) and facilities management Program Review measures.
- Review college facilities use policies and procedures.
- Assist in the development of facilities maintenance standards, staffing requirements, and quality control for all college facilities.
- Review projects and make recommendations on priorities for bond funded facilities.
- Stay apprised of Work Environment Committee recommendations to College Council.

The Shared Governance Task Force (SGTF) developed a Shared Governance Handbook outlining the membership, roles, and responsibilities of these committees (IV.A-3). It oversees both internal and external evaluations of the shared governance committees. The Task Force also reports to and makes recommendations to College Council.

All shared governance committees on campus include administrators, faculty, staff, and students as part of their membership (IV.A-4). The President of the Academic Senate, the American Federation of Teachers (AFT) Chapter Chair, the Classified Chapter Chairs, and the Associated Students Organization (ASO) President give thoughtful consideration to the selection of faculty, students, and staff to serve on shared governance committees. Every shared governance committee elects two co-chairs who are members of the College Council. Committee co-chairs are typically one faculty member and one administrator, who report at each monthly meeting of the Council. There is a clear reporting structure between the College Council, shared governance committees, and constituent groups (see Chart 2 in Standard I).

The College constituent groups are represented by and appointed to all committees by their respective collective bargaining units, the Associated Students Organization (ASO), and/or the Academic Senate. The Academic Senate of Los Angeles Mission College is the organization whose primary function is to make recommendations with respect to academic and professional matters as defined in Title 5, Section 53200. The President of Los Angeles Mission College
agrees to rely primarily upon the advice and judgment of the Academic Senate on academic and professional matters (IVA-5).

Most College employees belong to one of six collective bargaining units. The American Federation of Teachers (AFT 1521) is the exclusive representative for the Faculty Unit in accordance with the California Educational Employment relations Act, Government Code Section 3540-3549.3. The College Staff Guild (AFT1521A) is the representative for the Clerical Technical Classified Unit, which represents most classified staff on campus. Four other collective bargaining units represent custodial and maintenance employees, deans, supervisors, and trade employees. The bargaining units recognized by the District are listed in Table 1.

<table>
<thead>
<tr>
<th>Collective Bargaining Unit</th>
<th>Employee Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Federation of Teachers, Faculty Guild (IV.A-6)</td>
<td>Faculty (part-time and full-time)</td>
</tr>
<tr>
<td>American Federation of Teachers, College Staff Guild, Local 1521A, CFT/AFT, AFL-CIO (IV.A-7)</td>
<td>Clerical and Technical staff</td>
</tr>
<tr>
<td>Los Angeles City &amp; County School Employees' Union, Local 99, AFL-CIO, S.E.I.U. (IV.A-8)</td>
<td>Custodial and maintenance employees</td>
</tr>
<tr>
<td>Los Angeles Community College District Administrators' Unit represented by California Teamsters Public, Professional &amp; Medical Employees Union Local 911 (IV.A-9)</td>
<td>Deans, associate and assistant deans</td>
</tr>
<tr>
<td>Los Angeles/Orange Counties Building and Construction Trades Council (IV.A-10)</td>
<td>Trade employees</td>
</tr>
<tr>
<td>Supervisory Employees' Union, S.E.I.U. Local 721 (Formerly 347) (IV.A-11)</td>
<td>Supervisors</td>
</tr>
</tbody>
</table>

The LACCD Board of Trustees recognizes an official Associated Students Organization (ASO), authorized by the College administration, with elected leadership by students who are officially enrolled in the College. Students have the ability to participate in the College’s governance processes through their elected representatives. The ASO Executive Board consists of a President, Vice President, Treasurer, Executive Administrator, and Parliamentarian. The ASO
President has the authority to appoint senators and representatives to College Council and all shared governance committees.

Most representatives to shared governance committees, with exception of ASO representatives, are appointed to two-year terms. Members are only allowed to serve on a particular committee for two successive terms. Term limits were implemented in 2007 to encourage broader participation on shared governance committees. Most committees meet on a monthly basis during the academic year but not during the summer. However, College Council usually meets year round. All meetings of shared governance committees and the College Council are open to students, staff, and the community. The LAMC Faculty and Staff Web page lists the shared governance committees along with links to the committee Web pages where the charters, agendas, minutes, and related relevant planning documents can be accessed (IV.A-12).

The College provides several mechanisms to allow faculty, administrators, and staff to take initiative to improve practices, programs, and services. One major avenue for improvement is the Program Review process. Information about the institution’s performance is provided to department chairs, program directors, faculty, and administrators to support this process. Reports of instructional efficiency for all departments in addition to reports from Accountability Reporting for the Community Colleges (ARCC) and Integrated Postsecondary Education Data System (IPEDS) indicating graduation rates, degrees and certificates earned, and other important data are posted on the Institutional Effectiveness Web site (IV.A-13). Departments use this data for planning purposes and to make requests for resources. All requests for funds must now be included in each unit’s Program Review. For example, in its Program Review report in February 2009 the Math Department requested that the Title V Math Center be institutionalized and that the College create dedicated classrooms for math instruction. Another example of data driven planning includes the approval of the recommendation that the Title V Math Center become institutionalized. In September of 2012, a new Math and Science Center opened with dedicated classrooms for math instruction, supporting the institutionalization of the Title V Math Center.

In addition to Program Review, recommendations and new ideas for institutional improvement can be introduced at shared governance committee meetings, the Work Environment Committee, the Academic Senate, and the College Council. In addition, the Associated Students Organization has a process for students to submit suggestions to their student representatives, which can be presented to a shared governance committee. Examples of some of the recommendations to College Council that have been approved and implemented include:

- Create a task force to make recommendations to the Educational Planning Committee on improving the online Program Review system (IV.A-14).
- Develop an online Student Learning Outcome (SLO) and assessment system, similar to the one developed for Program Review (IV.A-15).
- Establish the first Tuesday of each month as “Spirit Day” to promote unity and collegiality (IV.A-16).
- Provide funds for improvements to an elevator in the Instructional Building to make it more accessible for disabled individuals.
- Designate a new location for the RoboTecas Computer Club (IVA-17).
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- Use STEM grant funds to combine four small computer labs in the Instructional Building into two larger labs (IV.A-18).

Another mechanism for faculty and staff to provide input into college decisions and discuss new ideas for institutional improvement is through the consultation process. The College President meets with the Academic Senate and the collective bargaining units, both separately and jointly, on a regular basis to discuss a wide range of issues including faculty hiring, staff hiring, budget decisions, facilities, campus climate, SLO assessments, etc.

SELF EVALUATION

The College fosters an environment for empowerment, innovation, and institutional excellence through inclusion of faculty, students, staff, and administrators in the shared governance processes. These groups have a clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budgeting that relate to their areas of responsibility and expertise.

Over the past six years the College has strengthened and refined the roles of its shared governance committees. This has resulted in wider participation of faculty, staff, and students in the governance process. The Shared Governance Task Force (SGTF) oversees external and internal evaluations of College Council and each shared governance committee. In its annual reports to College Council, the SGTF makes recommendations designed to improve the effectiveness of each committee. For example, several of these recommendations have led to revisions of the shared governance committee charters; the Educational Planning, Facilities Planning, and Professional and Staff Development Committee charters have all been modified as a result of these recommendations.

The current shared governance structure is inclusive, participatory, and assessed regularly. Each shared governance committee conducts internal self-evaluations and submits annual reports to College Council. In addition, external evaluations of each committee are conducted each year by the Shared Governance Task Force and are posted on the Shared Governance Task Force Web page. These assessments of the committees’ performance are designed to improve their effectiveness. The shared governance process assures inclusive discussion, planning, and implementation of new ideas for institutional improvement. This engagement leads to institutional dialogue and inclusive decision-making.

The College regularly administers surveys to faculty, staff, and students to assess their satisfaction with the College leadership and governance. The results of the Fall 2011 Faculty and Staff Survey, as summarized in Table 2, demonstrate that the College has adequate shared governance processes.
TABLE 2
RESPONSES TO QUESTIONS ON LEADERSHIP AND GOVERNANCE
FACULTY AND STAFF FALL 2011 SURVEY (N=158)

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Very or Somewhat Satisfied (%)</th>
<th>Not Satisfied (%)</th>
<th>Not Applicable (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Faculty have an equitable role in governing, planning, budgeting and policy-making bodies.</td>
<td>57</td>
<td>12</td>
<td>31</td>
</tr>
<tr>
<td>5. Classified staff have an equitable role in governing, planning, budgeting and policy-making bodies.</td>
<td>50</td>
<td>13</td>
<td>37</td>
</tr>
<tr>
<td>6. Faculty have an equitable voice in matters relating to educational programs.</td>
<td>60</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>10. I am aware of the Mission College Planning Process.</td>
<td>67</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>11. I feel that I have a voice in the College's Planning Process.</td>
<td>49</td>
<td>27</td>
<td>24</td>
</tr>
<tr>
<td>12. As a member of the Mission College community, I feel empowered to actively participate in creating and implementing innovation.</td>
<td>56</td>
<td>27</td>
<td>17</td>
</tr>
<tr>
<td>13. The institution relies upon its faculty and the Academic Senate for recommendations about student learning and instructional programs and services.</td>
<td>63</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>15. Mission College encourages discussion and communication throughout the college community.</td>
<td>67</td>
<td>22</td>
<td>14</td>
</tr>
</tbody>
</table>

Based on the results of the Fall 2011 Faculty and Staff Survey, a majority of respondents were very or somewhat satisfied with the following statements: “I am aware of the College Planning Process” (67%), “Mission College encourages discussion and communication throughout the College community” (67%), “Faculty have an equitable role in governing, planning, budgeting and policy-making bodies” (57%), and “As a member of the Mission College community, I feel empowered to actively participate in creating and implementing innovation” (56%). However, less than a majority of respondents were satisfied with the following statements: “Classified staff have an equitable role in governing, planning, budgeting and policy-making bodies” (50%), and “I feel that I have a voice in the College's Planning Process” (49%). These responses may be explained in part by the fact that classified staff and part-time faculty are not required to participate in college governance, and, consequently, are less likely to do so. Additionally, there
is no clear mechanism to appoint unrepresented classified staff members to shared governance committees because these individuals do not belong to any of the collective bargaining units or the Academic Senate.

The establishment of term limits for faculty and staff members of shared governance committees has created some challenges. Both the Educational Planning and Professional and Staff Development Committees temporarily waived the term limits for their faculty co-chairs because they had trouble finding other individuals willing and/or able to replace them.

The Spring 2012 Student Survey of 3,219 students indicates that most students are aware of opportunities for involvement in student clubs and activities (64%). However, less than half of all students agreed that they know how to provide input on College decisions (45%) or know how to bring forth an idea to college leadership to improve a practice, program, or service at the College (43%). While the College provides a clear mechanism for student participation in shared governance and most committees have ASO representatives, student attendance and participation on these committees has been spotty. This is reflected in the student survey, which indicates that most students do not feel they have an adequate voice in the College’s decision-making process.

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Strongly Agree or Agree (%)</th>
<th>Strongly Disagree or Disagree (%)</th>
<th>No answer (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>77a. I am aware of opportunities for involvement in student clubs and activities</td>
<td>64</td>
<td>34</td>
<td>2</td>
</tr>
<tr>
<td>77b. I know how to bring forth an idea to college leadership to improve a practice, program or service at the College</td>
<td>43</td>
<td>54</td>
<td>3</td>
</tr>
<tr>
<td>77c. I know how to provide input on College decisions</td>
<td>45</td>
<td>52</td>
<td>3</td>
</tr>
</tbody>
</table>

Student dissatisfaction and frustration has become more apparent as cuts to programs and services have curtailed the efforts of the College to deliver educational opportunities and support services. In the spring of 2012, an independent student group calling itself the Student Empowerment Movement arose in protest. This group expressed their concerns over continuing decreases in class offerings and reductions in services for students through demonstrations, public comments at Board of Trustee and Senate meetings, the distribution of printed materials, and twice conducting Occupy L.A. Mission events that lasted for several days. This student group has expressed their opinion that the Academic Senate leadership is responsible for many of these cuts to classes and services. Administrators and faculty have met with these students in an attempt to address their concerns and clarify the role of the campus constituents in governance.
and budgeting. In addition, faculty and staff have reminded students that they do have a voice through representation on shared governance committees and have encouraged their continued participation in this process.

**ACTIONABLE IMPROVEMENT PLAN**

No recommendations at this time.

**IV. A.2.b. The Institution relies on faculty, its Academic Senate, or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

**DESCRIPTIVE SUMMARY**

The documents that describe official responsibilities and authority of the faculty and academic administrators in curricular and other educational matters include The Collective Bargaining Agreement (requires all full-time faculty to serve on at least one committee), the charters for the shared governance and Academic Senate committees, College Council, Shared Governance Task Force, the LAMC Academic Senate Constitution; the District Academic Senate Constitution, the Curriculum Manual, LACCD Administrative Regulations, LACCD Board Policies, and the Shared Governance Agreement between the Academic Senate and College President.

The agreement between the Academic Senate and College President states that the President will rely primarily on the Senate for recommendations on the following academic and professional matters:

1. Curriculum, including establishing prerequisites and placing courses with disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Program Review processes for academic areas
6. Standards or policies regarding student preparation and success
7. College governance structures as related to faculty roles
8. Faculty roles and involvement in accreditation processes including
   a. Facilitating the Accreditation Committee
   b. Approving the final Accreditation Report
9. Policies for faculty professional development activities
10. Processes for institutional planning and budget development
11. Other professional and academic matters as mutually agreed upon

Recommendations on student learning programs and services originate from a number of constituents and processes. The Executive Board of the Academic Senate meets monthly with the College President to discuss issues related to student learning programs and services. In addition, the Academic Senate President and the College President also meet more frequently as needed. The Curriculum Committee submits monthly reports to the Academic Senate including
a list of recommendations on courses and programs. The Curriculum Committee has faculty representatives from all academic departments and meets twice a month to review updates to existing curriculum and new curriculum to improve student learning (IVA-19). In addition, the Educational Planning Committee, which is under the purview of the Academic Senate, oversees many aspects of the instructional programs and makes monthly reports to the Senate and the College Council.

In addition to the Academic Senate and its committees, the College relies on its academic administrators for recommendations about student learning programs and services. The Vice President of Academic Affairs plans, organizes, administers, and supervises the entire instructional program including credit and non-credit programs, curriculum evaluation and development, instructional support services, and library services. The Vice President of Academic Affairs is currently supported by two deans and one associate dean.

Recommendations for improving student learning programs are generated through Program Reviews and discussed at their respective oversight committees. The Educational Planning Committee discusses the Program Review results for instructional areas, and the Student Support Services Committee discusses the Program Reviews for Student Service areas. Additional forums for discussions about student learning programs and services include meetings with administrators, departments, Council of Instruction, Academic Senate, College Council, Curriculum Committee and Essential Skills Committee. Recommendations from the Essential Skills Committee, which reports to the Educational Planning Committee, helped with institutionalizing the Math Center (originally funded with grant money) and helped to increase tutoring services for the Learning Resource Center. Progress on the assessment of Student Learning Outcomes and requests for resources based on assessment are included in the Annual and Comprehensive Program Reviews. The Student Learning Outcome Coordinator also makes monthly reports to the Academic Senate, Council of Instruction, and the Educational Planning Committee. In addition, the SLO Coordinator meets regularly with the President to discuss assessment results and suggestions for improving student learning. The February 2012 Assessment Retreat was one of the outcomes of these meetings.

**SELF EVALUATION**

Los Angeles Mission College relies on its faculty, Academic Senate, academic administrators, and various faculty structures for recommendations about its student learning programs and services. Faculty and academic administrators make recommendations about the instructional programs through the Academic Senate, Educational Planning Committee, Program Review process, online SLO assessment system, Curriculum Committee, Essential Skills Committee, shared governance committees, Council of Instruction, and College Council.

One recent challenge facing the College regarding this area has been the lack of consistent administrative staffing in Academic Affairs during most of 2012. The Vice President of Academic Affairs resigned in June 2012 and a six-month process ensued to obtain a permanent replacement. During this time period, a Dean of Academic Affairs served as the administrator in charge while still performing her other responsibilities as a dean. Additionally, two Deans of
STANDARD IV: Leadership and Governance

Academic Affairs were on leave for several months during 2012. The new Vice President began his tenure in January 2013.

The Fall 2011 Faculty and Staff Survey results indicate that most respondents agree that faculty and the Academic Senate have an adequate role in matters relating to educational programs (Table 4). A majority of individuals surveyed agreed with the following statements: “Faculty have an equitable role in governing, planning, budgeting and policy-making bodies” (57%), “Faculty have an equitable voice in matters relating to educational programs” (60%), and “The institution relies upon its faculty and the Academic Senate for recommendations about student learning and instructional programs and services” (63%).

| TABLE 4 |
| RESPONSES TO QUESTIONS ON LEADERSHIP AND GOVERNANCE |
| FACULTY AND STAFF FALL 2011 SURVEY (N=158) |

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<td>28</td>
</tr>
</tbody>
</table>

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

IV.A.3. Through established governance structures, processes and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

DESCRIPTIVE SUMMARY

As discussed earlier, the College has an established shared governance structure and decision-making framework that enables administrators, faculty, staff, and students to discuss ideas and work together to improve the institution. Communication is also facilitated through town hall meetings conducted by the President in which students, faculty, staff, and community members...
are provided with information about budget, facilities, community relations, campus climate, and any other important information. To encourage widespread participation, these meetings are held during “College Hour” (Tuesdays and Thursdays at 12:00 p.m.) when few classes are scheduled. The College President also attends ASO and Academic Senate meetings regularly and frequently gives campus updates to the members. Additional avenues of communication include the College Web site, the online newsletter *(The Weekly Mission)*, and the free speech area (IV.A-20). There is no official student newspaper; however, there is a newsletter that is distributed sporadically on campus by an independent student group.

Even with these avenues for decision-making, communication, and dialogue, it has been difficult for the campus at times to maintain a collegial atmosphere. This has hindered the ability of administrators, faculty, staff, and students to work together for the good of the institution. Some of these challenges include:

- A recall attempt against the AFT Faculty Guild President in the fall of 2011.
- An ASO leadership conflict which resulted in an impeachment attempt against the ASO President in the fall of 2011. This was followed later by the resignation of the ASO Executive Secretary at a statewide student meeting.
- A recall attempt against the Academic Senate President in the spring of 2012.
- Verbal and written attacks against various campus leaders by student and community activists in 2012. A group calling itself the *Student Empowerment Group* protested the budget cuts and occupied the main quad of the campus for several days. They identified certain college leaders as responsible for these cuts and distributed newsletters that contained material that was offensive to several faculty and staff (IV.A-31).
- In spring 2012 reports of racial and other personnel tensions on campus prompted the President to request assistance from the District Office of Diversity to meet with individuals confidentially to discuss their concerns. The Chancellor sent the Director of the Office of Diversity to meet with over 40 administrators, faculty, staff, and students. The Director’s report led to the hiring of two facilitators to conduct individual and group meetings, workshops, and provide individual consultations.

As a result of these incidents, the campus climate has at times been very tense. The College President, in collaboration with the Chancellor, Academic Senate, AFT Faculty Guild and the ASO, has taken several initiatives to restore collegiality and refocus the campus on common goals. Additionally, as a result of numerous formal complaints from faculty and staff who were suffering from a hostile work environment, the AFT Guild spearheaded with the collaboration of AFT Classified, Los Angeles City and County School Employees’ Union S.E.I.U Local 99, Teamsters Local 911, Building and Construction Trades Council and Supervisory Employees’ Union, S.E.I.U. Local 721, an Anti-Bullyism/Pro Collegiality initiative in September 2012 which included:

- Investigation and mediation of all ongoing instances of perceived harassment, as per Article 5 of the AFT/LACCD Contract.
- Intervention of outside mediators to address complaints of harassment and tension in the departments of Counseling and Child Development.
• Engaging a CFT expert in the prevention of bullyism to conduct a workshop which included AFT faculty and classified.
• Spearheading an “Anti Bullyism/Pro Collegiality” Pledge” and campaign to promote commitment to a culture of collegiality. The effort was coordinated by the Union Leadership Summit members. Thus it united all the employees of the College. The effort culminated in December with a pledge signing ceremony and the collection of 140 signatures (IVA-21).
• Requesting that the administration bring in facilitators to conduct a workshop on Conflict Resolution and Communication (IVA-22).
• Plans to continue these efforts throughout the spring 2013 semester though a Civility Project, which will invite the participation of the ASO and the Academic Senate. These efforts were enabled through the support of the College President, Chancellor, and the College community.

In addition, steps have been taken to:

• Establish an External Advisory Committee (IVA-23) that will provide leadership, resources, and support for the College.
• Monitor collegiality and civility by adhering to the LAMC Code of Conduct developed by the faculty (IVA-24).

SELF EVALUATION

The College has established shared governance structures, processes, and practices to enable faculty, staff, and students to communicate effectively and work together for the good of the institution. However, recent tensions on campus and a lack of collegiality have hampered the ability of campus constituents to collaborate effectively and to discuss ideas freely at all times.

The College and District will continue to use facilitators and training workshops in the spring of 2013 to improve communication and collegiality. The six collective bargaining units on campus have joined together to spearhead an ambitious Anti-Bullyism/Pro Collegiality initiative. A set of workshops will be held that will emphasize positive communication and the value of cultural diversity.

The ASO President has worked to increase student participation on shared governance committees, to provide students with more constructive avenues for input into college decision making, and a better understanding of the role of all constituents in campus governance.
ACTIONABLE IMPROVEMENT PLANS

The College will use various methods to improve collegiality, campus climate, and effective communication, such as diversity workshops, facilitation for specific departments/areas, and leadership meetings by spring 2014.

The College will work with the Associated Students Organization leadership to encourage and ensure student representation on all shared governance committees by spring 2014.

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

DESCRIPTIVE SUMMARY

The College demonstrates honesty and integrity in its relationships with numerous federal, state, and local agencies by reporting to these agencies in a timely and accurate manner. Some of these agencies include the California Community College Chancellor’s Office, the U.S. Department of Education, and grant agencies. By virtue of being over 25 percent Hispanic, The U.S. Department of Education has designated Los Angeles Mission College as a Hispanic Serving Institution (HSI). The College has received a number of grants (Title V, Student Support Services/TRIO, Veterans Administration, and Title III/STEM) which mandate accountability requirements for record keeping, budgeting, and programmatic content. Each completes an Annual Performance Review (APR) documenting that the goals and objectives of the grant were reached. The APR is submitted to the appropriate funding agency.

The College also complies with state and federal accountability requirements for Career Technical Education (CTE) programs and professional and staff development. For example, in 2012 the College’s Substantive Change Request was approved by the Accrediting Commission for the Community and Junior Colleges (IV.A-25). This Substantive Change was submitted to conform to requirements mandating such a request when 50 percent or more of the courses in a degree or certificate program are offered online.

Reports on categorical programs such as Matriculation Services, Extended Opportunity Programs and Services, and Disabled Students Programs and Services are made annually to the California Community Colleges Chancellor’s Office. The College also submits federal and state reports on financial aid and other services.

The Accrediting Commission for the Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) has certified that Los Angeles Mission College meets the accrediting standards set by the agency. The previous self study was submitted in
January 2007. The College acted promptly and thoughtfully to address recommendations and concerns in response to its previous self study. These actions included efforts to improve collegiality, provide stable administrative leadership, evaluate the effectiveness of the College shared governance structure, strengthen accountability, and the connection between planning and budgeting. The College submitted a comprehensive and thorough Progress Report in 2008 (IV.A-26), Follow-up Report in 2009 (IV.A-27), and Midterm Report in 2010 (IV.A-28) as requested by the Commission. The Midterm Report was accepted without any further requests.

SELF EVALUATION

Los Angeles Mission College complies with federal, state, and local agency regulatory and accountability requirements. The College files accountability reports in a timely fashion and responds promptly and cooperatively to external agency requests. Program managers, directors, and administrators overseeing grants are required to attend training sessions to learn how to comply with accounting and reporting procedures. They are also required to attend program and financial audit training programs sponsored by the District (IV.A-29).

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

IV.A.5. The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of their evaluations and uses them as the basis for improvement.

DESCRIPTIVE SUMMARY

Every year each shared governance committee is evaluated to ensure that it is meeting the goals of its charter and the College Strategic Master Plan. The evaluation process involves both a self-evaluation and an external evaluation. These evaluations assess whether the committee is meeting on a regular basis, has posted its agendas and minutes, and has accomplished its objectives and goals (IV.A-30).

Each year the Shared Governance Task Force compiles these evaluations and reports to the College Council. These evaluations and reports may lead to recommendations to make improvements to the shared governance committees. Some of these recommendations include:

- **Membership**: Revise the Educational Planning Committee, Facilities Planning Committee, and Professional and Staff Development Committee charters to increase the number of Academic Senate representatives.
- **Minutes**: Develop a template to standardize format of all committee minutes to ensure that attendance, start time, end time, location, discussions, and action items are recorded accurately. For attendance records clearly identify which constituent groups each member and guest represent.
• **Web site**: Minutes and agendas need to be posted on the website in a timely manner. Minutes should be posted within one week of being approved by the committee.

• **Frequency of Meetings**: Standing committees will be encouraged to meet on a monthly basis.

• **Co-chair Meetings**: The Shared Governance Task Force will include Standing Committee co-chairs who should meet regularly (once a month) to discuss the functioning of the shared governance committees. The Shared Governance Task Force should report to College Council about governance issues when necessary.

• **Committee Goals**: Starting in the spring of 2009, each committee should establish a timeline for accomplishing prioritized goals identified in the yearly self-evaluation.

• **Program Review Validation**: The Educational Planning and Budget and Planning Committees should collaborate with the Student Support Services Committee to develop a validation process for program reviews from Administrative Services and Student Services.

• **Facilities Committee**: The charter and membership needs to be reviewed to ensure adequate faculty input in facilities planning and the bond steering process. Who will be responsible for updating and implementing the Facilities Plan needs to be determined.

• **Technology Committee**: The roles of the Technology Committee and the IT Department should be differentiated.

• **Student Support Services Committee**: The roles of the Student Support Services Committee and the Student Services staff meetings should be differentiated.

• **Recommendations Template**: The SGTF should develop a template for reporting and making recommendations to College Council

**SELF EVALUATION**

LAMC regularly evaluates the integrity and effectiveness of its shared governance committee structure. Minutes and agendas for all shared governance committees are posted on the College Web site and all meetings are accessible to the campus community and public. The annual shared governance committee evaluations are submitted to and discussed at College Council providing a forum for dialogue and an avenue for improvement. The results of these evaluations are posted on the College Web site and can be viewed by the public. This indicates that LAMC has fully adopted a self-reflective role toward its governance processes.

**ACTIONABLE IMPROVEMENT PLAN**

The Student Support Services Committee, College Council, and the Associated Students Organization will collaborate in efforts to conduct various workshops on an ongoing basis to improve student awareness of College governance, the Brown Act, and the Student Code of Conduct by fall 2013.